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ABSTRACT

A model basic speech communication course is described in this paper, along with guidelines for developing and maintaining an individualized approach to the basic course. The course outline describes the university environment where the course is taught; the structure of the department offering the course; the philosophy and course objectives; the faculty and administration of the course; the teaching media, methods, and testing procedures; additional special programs; and the course evaluation procedure. Three problem areas of course development are discussed: scheduling the behavioral skill tests which involve interaction among students, helping students choose the most appropriate learning approach, and having students take responsibility for their learning. The course syllabus is included, along with examples of an individualized course achievement form and a student evaluation form. (AEA)

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A Competency-Based(Individualized Instruction) Approach
to the Basic Course in a Small Public University

Foreword by Michael Moore, Chairman
SCA Basic Course Committee

by

Linda and Dick Heun
Northeast Missouri State University

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FOREWORD by

Michael Moore, Chairman
SCA Basic Course Committee

Because the basic speech communication course is conceived and taught in a variety of different ways, the program "Approaches To the Basic Course: Model Programs in the Speech Communication Association," sponsored by the SCA Basic Course Committee at the 1979 SCA Convention, was designed to focus on some of the more successful basic course programs and provide the audience with guidelines for starting or improving their basic course. The program presented four representative basic course programs which are presently being employed in our discipline. Two of the papers, "A Competency Based (Individualized) Approach to the Basic Course in a Small Public University" by Linda and Dick Heun, Northeast Missouri State University, and "A Cognitive-Basic Skills Approach to the Basic Course in a Large Public University" by M. Lee Williams, Southwest Texas State University, have been abstracted for ERIC. The remaining two papers, "An Experiential Approach to the Basic Course in a Large Community College" by Roy Berko, Lorian Community College, and "A Multiple Course Approach to the Basic Course in a Small Private College" by Coleman Bender, Emerson College, are available from the authors.

In an attempt to insure consistency in the content of the papers, each author was provided with a series of items/issues concerning the basic course and asked to address each item/issue in terms of the basic course within their institution. To assist the reader in placing the sections of each paper in a clearer context, the items and issues which the papers address are provided below:

1. The type of university where the course is taught, its history, its philosophy, the type of students attending, etc.
2. The history of the speech department, number of faculty, courses and programs it offers, the enrollment of students in the basic course, and whether the course is optional or required.
3. The philosophy of the basic course in that department, and its general as well as specific objectives.
4. Whether the instructors are full-time faculty or teaching assistants, preparation of teachers, and whether workshops or planning sessions are used.
5. Whether the administration of the course is carried out by a designed director, the role and responsibilities of the director or person in charge, enforcement of policy procedures, and whether a person gets release time to administer the program.
6. Teaching methods including lectures, discussions, exercises, and use of film or video tape.
7. Uniformity across sections taught, common units of study, optional units of study, the time allocated per unit of study, and uniform assignments and/or performances (e.g. speeches, group discussions, interpersonal exercises, etc.) expected of all sections of the course.
8. Testing procedures, including test development, procedures for administering the tests, and test analysis.
9. Use of special programs such as aiding students with severe communication apprehension.

10. Teacher or teaching assistant evaluation procedures.
11. Dealing with special problems such as resistant faculty, resolving whether the course is a "departmental course" or an "individual's course," dealing with the university administration, etc.
12. Attach a copy of the syllabus or course outline and other relevant materials.

A Competency-Based (Individualized Instruction) Approach
to the Basic Course in a Small Public University

Linda and Dick Heun
Northeast Missouri State University

1. University or College:

Northeast Missouri State University began in 1867 as a teacher's college and became a state-supported institution in 1919. Since that time the University has developed non-teaching liberal arts, pre-professional and vocationally-oriented programs and currently is a multi-purpose institution offering the following types of degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music Education, Bachelor of Science, Master of Business Administration, Master of Arts and Sciences in most academic areas, and an Educational Specialist Degree in School Administration. NMSU can be characterized in general as (1) a well-established, multipurpose institution offering undergraduate and graduate programs; (2) a medium-sized coeducational institution with a selective admissions policy; (3) a member of the State University System of Missouri; and (4) an institution located in a rural environment. NMSU defines its mission as (1) to provide a liberal arts-based education designed to educate the whole person; (2) to meet a wide variety of student needs regarding vocational and professional preparation, (3) to provide graduate programs in a number of areas of study; (4) to encourage research to broaden the scope and quality of knowledge, facilitate fuller understanding and tackle unsolved problems; and (5) to increase the quality of living within the NMSU core area by offering meaningful services. Current enrollment is approximately 6000 students, with the majority coming from rural or semi-rural communities. The minority population is small and approximately 4% of the student body are foreign students.

2. Speech (Communication) Department:

The Communication Department at NMSU consists of 13 people, 8 of whom are directly involved in the basic communication course. The remaining five teach in our mass communication and theatre programs. Our only growth in the last ten years has been the addition of two people to develop a mass communication program and two part-time people to deal with the increase in enrollment. Since the school began, the Communication Department has been part of the Language and Literature Division without its own formal administrative structure. The chairperson role is rotated among faculty members and involves no compensation. The Department offers one Communication Major with options of a B.S. in Communication Arts, Mass Communication or Theatre and a B.A. in Communication Arts, Mass Communication, Theatre or Interpersonal Communication. There is no master's degree in Communication, although graduate courses are offered as part of a language arts degree. The basic course is required for all four-year programs and enrolls approximately 1200 students a year.

3. Philosophy of Basic Course:

The Communication Faculty has developed a statement of general objectives which all faculty members work to meet. The following catalog description states current course objectives: 'the development of verbal and nonverbal speech communication skills in one-to-one, small group and large audience situations; interpreting, comprehending, and adapting to verbal and non-verbal feedback; listening accurately and evaluating critically one's own speech and that of others.'

Given the agreed-upon objectives, each faculty member is free to choose his/her own text and develop his/her own class procedures to enable attainment of the objectives. 60% of the sections are taught in a classroom-based approach and 40% of the sections are taught in an individualized approach. (The individualized approach is the main focus of this presentation.) Several assumptions underlie our Department's approach to the basic course: (a) while a common set of core objectives is appropriate to a required general education course, there are a variety of means to accomplish those objectives, (b) full-time faculty members do not need supervision to insure accomplishment of agreed-upon objectives, and (c) students are different in the ways that they learn and test best and should have a choice of learning formats. Therefore, the course is viewed as a department course for the determination of course objectives, class size and role within a degree program and as an instructor's course for the specification, teaching and testing of course objectives.

An essential difference between the two learning formats is that the students meeting in regular class sessions accomplish the course objectives as a group, their grade reflecting relative skill development; while the students in individualized sections accomplish the course objectives at their own pace with self-chosen learning methods, their grade reflecting 100% competency in core objectives and the number of additional skill areas accomplished at 100%. In short, in the classroom approach, time is the constant and learning the variable; while in the individualized approach, learning is the constant and time is the variable. We have found three types of students who work best in the individualized approach. First, those who enter the course with many of the communication skills already developed. The course then functions as an accountable test-out which they complete quickly. Second, those who enter the course with few communication or learning skills. These students receive as much one-on-one assistance as needed to reach competency. This group also includes foreign students who have language difficulties. Finally, there are many students who prefer to function as individuals without faculty supervision. These students enjoy the freedom of the course and relate to us as learning facilitators who provide needed feedback and occasional assistance. The objectives and philosophy of the individualized sections are further described in the Course Syllabus which is included in the Appendix.

4. Faculty Teaching the Basic Course:

Basic course instructors include six full-time faculty members and two part-time instructors. We assume a minimum of a Master's Degree in Speech Communication for teaching the basic course. To achieve tenure, faculty typically have their PhD. No workshop or training sessions prepare faculty to teach the basic course.

5. Administration of the Basic Course:

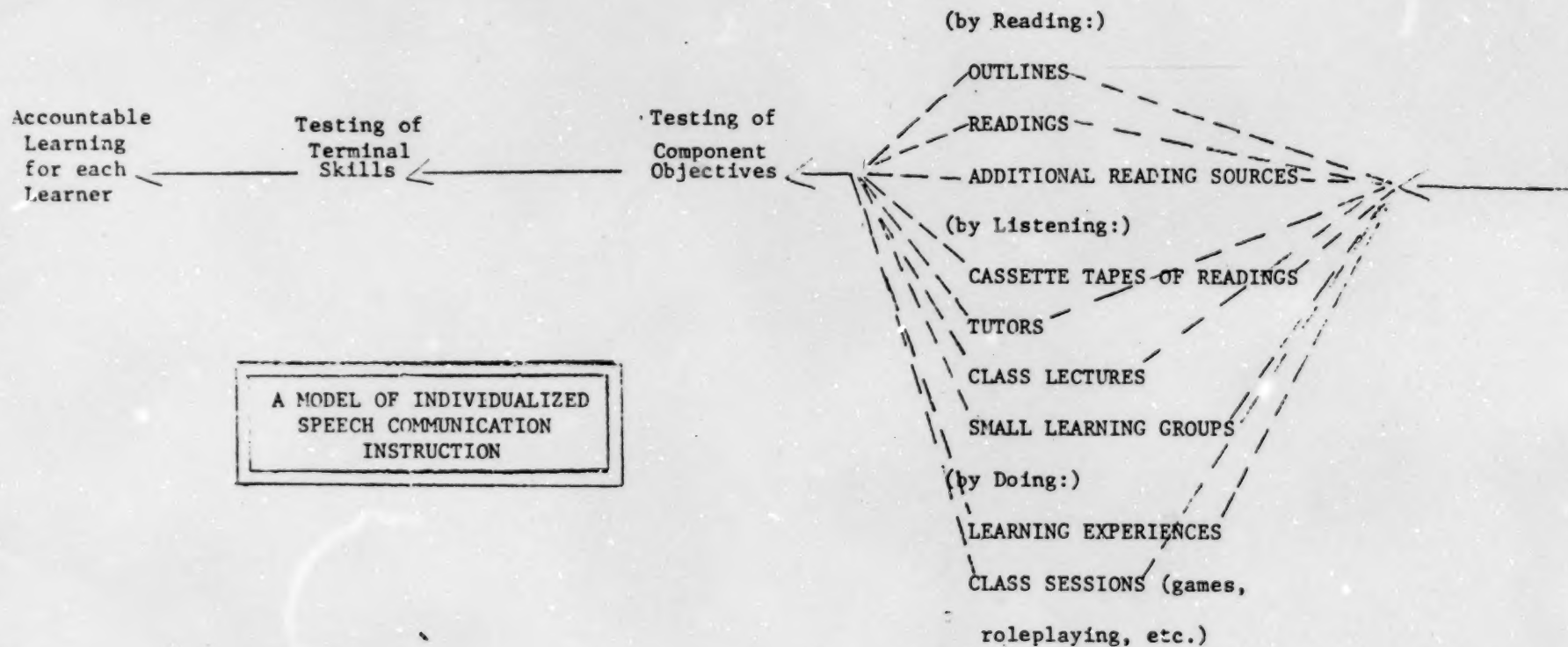
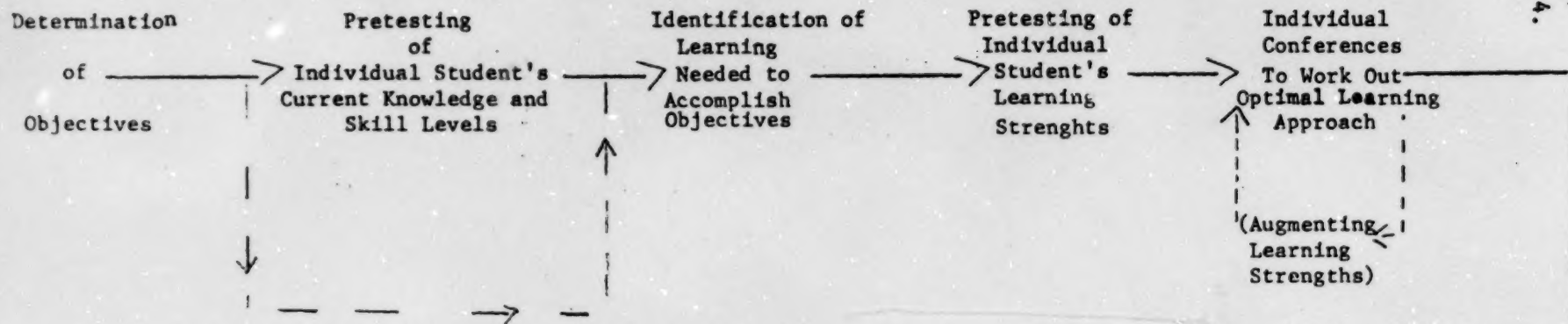
There is no basic course director, officially or unofficially, and there are no formal procedures to 'enforce' individual faculty members accomplishment of the agreed-upon course objectives. The Communication Department meets often during a semester and concerns related to the basic course are dealt with as needed.

6. Teaching Media and Methods:

There are approximately 30 students in each section of our basic course. Faculty using a classroom approach teach their sections as separate units, while faculty working with individualized instruction treat their sections as one unit. We work with approximately 150-180 students each semester as an individualized instruction unit. These students work toward course objectives within a variety of formats and in flexible timeframes. The methods and media for learning are visualized in the model on the following page and are described further in the attached course syllabus. The amount of time spent on various learning and testing experiences would depend upon the needs and choices of the individual students. Video and audio cassette tapes which are referred to in the syllabus are locally produced.

7. Uniformity Across Sections of the Basic Course:

As described in #3, the basic uniformity for our basic course at NMSU exists through the vehicle of agreed-upon general objectives. Our individualized sections have uniform objectives and procedures (including an option for a student-developed unit of study). As specified in the attached syllabus, three basic communication skill areas are required. These areas facilitate development of skills in sending and receiving verbal and nonverbal messages. The skills are learned and applied in one-to-one and one-to-many communication situations. Optional units are chosen by the student based on need and interest. Although time spent on any unit varies greatly with the student, two weeks would be the average.



A MODEL OF INDIVIDUALIZED
SPEECH COMMUNICATION
INSTRUCTION

8. Testing:

There is no departmental testing for the basic course at NMSU. The individualized sections are a competency-based program with all course objectives achieved at 100% competency (with the exception of communication accuracy in the public speaking skill test which is set at 90% accuracy). The three basic skill areas (see Course Syllabus in Appendix for description of basic and optional skill areas) are built on each other and are passed at competency level in sequence. Later optional skill areas are special applications of these basic skills and are accomplished in an order chosen by the student. There is no final examination. Testing experiences are repeated as many times as is necessary to reach competency level. Therefore, a student's grade reflects how many communication skill areas s/he accomplished, rather than how much of a communication skill they developed.

Each skill area is subdivided to teach and test component skills, after which students would integrate and apply the component skills in a real-life communication situation. Cognitive skills are tested by paper-pencil tests which utilize a variety of question formats. (Oral testing is also used to adapt to student skills and preferences). Course objectives also include affective objectives which are tested in the same format and behavioral objectives which are tested in actual communication situations. Students listen and respond to videotaped communication situations and/or work with other students to test their skills in actual communication.

Five additional testing procedures are used in individualized sections. McCroskey's Personal Report of Communication Apprehension is given at the beginning of the course to identify those for whom our individualized program to reduce anxiety would be beneficial. We are also starting to use this as a posttest to tap change in attitude. A second testing procedure is conducted by our Speech Sciences personnel to screen students' message sending skills. Third, each student completes a Learning Skills Inventory so that s/he and we will better understand the current level of their communication/learning skills. (See Appendix for a sample Learning Skills Inventory Printout). Also, each student completes a course evaluation which includes questions related to affective objectives. And finally, as indicated on the model on p. 4, students may pretest on component or integrated skills to more quickly identify skills which are not-yet-developed at competency level.

Individual records of the number of times needed to pass a given objective and our daily interaction with students facilitate the review of objectives, learning materials and testing materials. At this time the computer is utilized only in generating the Learning Skill Inventory Printouts. Our Communication Skills Center (see #12) is designed to accommodate computer terminals and we anticipate having this option for learning and testing in the future.

9. Special Programs:

The individualized sections of our basic course use Jim Lohr's program, 'Building Speech Confidence', to work with students who are apprehensive about communicating with others. Our students have been very positive about the value of this program and we have appreciated its adaptability to individual or group use. Our University has a Study Skills/Reading Clinic as well as a Writing Clinic to assist students in developing needed communication/learning skills. This has been extremely valuable to our individualized program, we have been able to adapt to the students needs and preferences within the course to promote learning of important objectives, while the students are building new skills at these support facilities.

Students in our basic course are not exposed to any systematic program to inform or recruit them into other speech courses.

10. Evaluation of Instructors and the Basic Course:

There is no standardized student evaluation of instructors at NMSU nor is there such a program for the basic course. The evaluation form used in our individualized sections is included in the Appendix. We also use 'exit interviews' with as many students as possible, especially those whose educational choices have led them to drop the course without reaching competency. (As we have only recently moved into our Communication Skills Center, the evaluation form reflects our interest in developing procedures for that Center that are most helpful to students.)

Instructors in our basic course do not evaluate each other in any formal manner.

11. Major Problems:

Three problem areas we have faced in developing and maintaining an individualized approach to the basic course have been, (1) scheduling the behavioral skill tests which involve interaction among students, (2) helping students choose the most appropriate learning approach (both in choosing a section of the course and in choosing learning methods within the individualized sections), and (3) having students take responsibility for their learning.

The first problem has been resolved. Guideline pacing schedules are used to insure that there will be a number of students working on the same skill area. Students sign up in the Skills Center when they are ready to do a skill test. This procedure, along with the close touch we keep with an individual's progress, usually means minimal delay for students in doing behavioral skill tests when they are ready.

The second problem has been partially resolved by increased communication--with campus advisors and students at Freshman Orientation--regarding the differences between the two approaches and the students who seem to benefit from each. We are also becoming increasingly comfortable with the results of students making their own decisions and learning by experiencing the implications of those decisions. Our data on pre-post administrations of the Learning Skills Inventory suggest that students develop their skills in 'learning on their own' through the period of one semester's work in individualized instruction.

We learn more each semester about dealing with the third problem area. Most of our students come to us from structured high school experiences where most of their learning choices have been made for them. In addition, the freedom involved in the first year of college makes 'learning at your own pace' a challenging new responsibility. Three things have worked well for us. First, we use recommended deadline dates for completing each skill area and have a conference with each student who does not reach those deadlines. Second, we utilize the results of the Learning Skills Inventory to adapt to the special needs of each student. For example, if a student has not developed skills in Timeuse, we might work with that person to develop a more specific personal timetable for completing the course. Or, students who have developed skills in functioning as a Subordinate might plan to be in the Center during 'class times' to work with us. We've found that the students are quite receptive to the idea that different things work well for different people. Finally, we enjoy an open, supportive, adult relationships with students, within which learning and achieving competency is rewarded and rewarding. In this context also, we grow increasingly comfortable with the realization that students grow through making their own choices and accomodating themselves when less-effective choices have been made.

12. Miscellaneous Information:

We are in our third year of working in a Communication Skills Center, designed for individualized learning. For six years we worked out of our office and a classroom and found this "do" able. The Center gives the added advantage of convenient videotape units, comfortable conference areas; adjacent rooms for discussions, interviews and speeches, and quiet testing areas. For students there is the additional advantage that the Center is open all day(supervised by student work study people) so that learning and testing can occur without the faculty member being present. The procedures for using the Center are described in the syllabus.

2-11-68

LL 170- INDIVIDUALIZED INSTRUCTION - COURSE ORIENTATION

Course Title : Speech Communication - Individualized Instruction

Instructors: Dick and Linda Heun

Text: Developing Skills for Human Interaction, Heun and Heun,
2nd ed., Charles Merrill.

Classroom: Communication Skills Center, AH 303, ext. 2073

Open Testing hours: 9:30-4:30 Monday thru Friday

Instructor Hours in Center: 11:30 - 1:30 Monday Thru Friday

Course Rationale

Being able to communicate effectively with others is extremely vital in your personal and professional lives. Job interviewers consistently indicate that 'communication skills' is one of the most important criterion areas in their selection of new employees.

Our department has chosen to offer sections of this required course in an individualized instruction format, as well as a classroom format, because we know that people are different in what they have already learned and how they learn. You will be working on the same basic course objectives as students in other sections of LL170. The format of these sections of the course differs in the approach it takes to your completion of the course objectives. This course will use a competency-based, individualized instruction approach.

Competency-based instruction essentially means that achievement is based on your full accomplishment of all objectives rather than how much of each of the objectives you accomplish. Full accomplishment of the communication learning objectives of this course is important due to the crucial nature of the skills they represent. Here are some of the ways in which these sections of the course will differ from the others.

1. Within broad limits, you can learn at your own pace.
2. You can choose your learning times.
3. You can avoid relearning material you already know by testing out of that material.
4. You can take the tests, both paper-pencil and skill applications, when you are ready to take them.
5. You will know exactly what you will be tested on.
6. You will most probably be able to earn whatever grade you want from the course.

The Learning Skills Inventory results will be used to help you identify your learning skills so that you can fully accomplish all course objectives using the approach which is more effective and efficient for you.

COURSE OBJECTIVES AND LEARNING MATERIALS

The content of this course is communication and the overall course goal is your improvement of your communication skills. Three core communication Skill Areas have been developed which focus on basic communication skills. Five optional Skill Areas have been developed to assist you in developing your communication in specific application areas. In each area, you will develop a variety of communication behaviors (your repertoire) and have opportunities to select, implement, and evaluate your use of these behaviors. In this way you will be developing basic communication competencies, applicable to your own communication experiences.

Each Skill Area have been divided into Chapters which are the basic unit of the Learning Materials. You can visualize each of the Skill Areas and their Chapters by looking at the Course Achievement Form included in this Orientation and by examining the Table of Contents of your text. There also is a Videotaped Overview for each of the Skill Areas which describes the skills you will work on, gives specific information on the written tests covering the Chapters in that Skill Area, and describes the Integrated Skill Test which will be done at the end of the Area. There is one copy of the Overview Tapes in the Communication Skills Center and one copy in the Music Room of the Library, 3rd floor.

Each Chapter contains the following:

- A list of the Learning Objectives which tell you what will be on each test. All of the Learning Objectives must be accomplished at 100% attainment. We will keep a record in the Center of the Objectives which you have passed.
- A complete Outline of the learning materials for that Chapter is found immediately after the Learning Objectives. These will be helpful for people who learn well from outlined material or for use by others to preview or review the Chapter. Individuals with a thought pattern represented by "Structure" on their Learning Skills Inventory printout usually learn well by outlines.
- A Reading (which expands on the Outline) contains all the materials necessary for most people to pass the Learning Objectives. The Readings contain examples which will assist many individuals to learn. Individuals with a thought pattern represented by "Relation" or "Exception" on their Learning Skills Inventory printout usually learn well by these readings.
- Within the Reading as Learning Experiences which provide direct "hands on" ways to apply the understanding and skills you will be developing. Individuals who learn well by direct experience usually have many high strength skills in the senses and cultural codes on their Learning Skills Inventory printout.

In addition, each Skill Area begins with an Introduction and set of Definitions and concludes with suggestions for Additional Learning Sources. These sources might be used to supplement the learning materials in your text in order to accomplish an objective or to learn more about areas which interest you.

All of the learning materials discussed so far are essentially using reading skills (with the exception of the Learning Experiences which are "doing"). Individuals who learn well by reading materials will usually

have a high strength skill in "Reading" indicated in the symbolizing set on their Learning Skills Inventory printout. For those individuals who learn better by "Listening" (represented in the symbolizing set of the Learning Skills Inventory printout) all Readings have been placed on cassette tapes which are located in the Music Room of the Library. If you also learn well by talking, you can interact with other students in study groups or with instructors concerning the course materials.

Passing each Skills Area involves (a) passing a paper-pencil test over the objectives listed at the beginning of each Chapter in that Skill Area, and (b) passing a Skill Test in which you integrate the component skills by choosing, implementing, and evaluating their use in communication situations. The Skill Test for each Skill Area is described in your text immediately following the last Chapter in that Area. Both the paper-pencil test, tests and the Skill Test must be passed at 100% competency. Some of the Skill Tests will be done in the Center, while others will be done outside of class. You may not take your folder or any testing materials out of the Center.

Here is an overview of how you can complete each Skill Area:

1. Take the paper-pencil tests over all the Learning Objectives for that Skill Area. You may take them all at once or one at a time.
2. Have the test checked by one of your instructors. If you test while we are in the Center, one of us will do that immediately and indicate the objectives you have passed and those which will require more study and additional testing. If you test when we are not in the Center, leave your materials at the front desk and they will be checked by 9:30 the next morning. If you have passed all objectives, you are ready to go on to the Skill Test for that Skill Area. When you complete the Skill Test, you have completely passed the Skill Area and are ready to go on to the next one.
3. For those objectives which you do not pass on the first testing, choose and use appropriate learning materials and procedures and retest over the objectives not-yet-passed. You will continue taking a different form of the test and test over objectives as many times as is necessary to pass the objectives at 100% competency. In a similar way, you will redo the Skills Test until passed at 100% competency.

INDIVIDUAL STUDY AND PACING

In this course you will be in control of your learning. Here are several suggestions which other students have found helpful.

1. Study with other people. This will be especially helpful if you have high strength skills of "Peer", "Tutor" and/or "Tutoree" on your Inventory printout. This helps to understand the reading materials, do the learning experiences, and go over the objectives prior to testing. We'll help you organize a study group if you don't know other people in the course.
2. Use scheduled hours when we are in the Center. This will be especially helpful for you if you have high skills in "Tutoree" or "Subordinate" on your Inventory printout. If there are any

questions or if the learning and testing procedures are not optimal for you, please talk with us. We're here to help you learn.

3. Start learning immediately and keep yourself on a somewhat regularly-paced schedule. This will be especially important for you if you do not have developed skills in "Ethic" and "Timeuse" as defined in your Inventory Skill Usage Guide.

GRADING AND SKILL AREA DEADLINES

When you pass all of the Learning objectives and Skill tests for the first three Skill Areas, you will have earned a grade of C in this course. (Note: There is no grade of D) These must be accomplished by the deadline of November 20.

When you choose and complete any one of the five options listed below (after completing the first three Skill Areas) you will have earned a B in the course. When you have completed any two of the five options, you will have earned an A for the course.

REQUIRED SKILL AREAS

Skill Area One will assist you in learning basic communication concepts, including understanding Relationships Between Symbols and Meanings, Nonverbal Communication, Communicator's Frame of Reference, and the Process of Communication. The Skill Test will provide an opportunity to integrate and test your skills outside of class in a personal conversation you will have with a person you hadn't met before.

Skill Area Two will assist you in developing your skills as a responding communicator, including Determining Listening Goals and Procedures, Listening Accurately, Listening Analytically, and Communicating Effective Feedback Messages. The Skill Test will provide an opportunity to integrate and test your listening skills in an outside-of-class listening experience.

Skill Area Three will assist you in developing your skills as an originating communicator including Formulating Ideas, Developing Messages, Planning Feedforward, and Communicating Effective Messages. The Skill Test will provide an opportunity to integrate and test your skills in a one-to-one and one-to-many speaking experience.

OPTIONAL SKILL AREAS

The 'Tutoring' Option will assist you in developing communication skills which assist another's learning, including Analyzing Learning and Using Problems and Communicating Effectively in a Learning Situation. The Skill Test will provide an opportunity to integrate and test your skills by sharing the responsibility for another student's learning in one-to-one tutoring.

Skill Area Four will assist you in developing your skills and enable effective functioning in task-oriented discussion groups, including skills in Organizing Group Communication and Group Interaction Skills. The Skill Test will provide an opportunity to integrate and test your skills by working with others in the class to select the best solution to a group-chosen problem and plan for it's implementation.

5.

Skill Area Five will assist you in developing your skills in effective interviewing, including Giving Interviews and Taking Interviews. The Skill Test will provide an opportunity to integrate and test your skills by working with another person in the class in a simulated job interview.

Skill Area Six will assist you in developing your skills in changing attitudes and behaviors, including Preparing for Behavior Change, and Communicating Effective Behavior-Change Messages. The Skill Test will provide an opportunity to integrate and test your skills by planning for and carrying out a message designed to bring behavior change.

Skill Area Seven is an independent communication project which will enable you to choose and develop additional communication skills relevant to your personal or future professional life. You will contract with an instructor regarding the specific steps you will follow in your project.

6.

INDIVIDUAL COURSE ACHIEVEMENT FORM

REQUIRED	Skill Area 1	1	2	3	4	Skill Test	<u>Deadline-September 18</u>
SKILL	Skill Area 2	5	6	7	8	Skill Test	<u>Deadline-October 16</u>
AREAS	Skill Area 3	9	10	11	12	Skill Test	<u>Deadline- November 20</u>

Accomplishment of the three required Skill Areas by Nov. 20
earns a grade of C.

OPTIONAL	Problem Solving			13	14	Skill Test	_____
SKILL	Interviewing			15	16	Skill Test	_____
AREAS	Attitude Change			17	18	Skill Test	_____
	Indep. Proj.	PLAN	COMPLETE				_____
	Tutoring			19	20	Skill Test	_____

Accomplishment of any one option earns a B
Accomplishment of any two options earns an A

FINAL GRADE _____

LEARNING SKILLS INVENTORY

NAME: YARELS, LORIE

DATE: 4/15/77

RELATING

SYMBOLIZING

THINKING

REMEMBERING

INDIVIDUAL	VISUWATH	SIGHT	EXTREME	CONPRIAN	EVALUATE	ASOCIATA	PEOPLE	RECCGAIN
TALCPSPP	TALKING	SOUND	SLFPHALG	RELATION	ANALYSIS	RECEPTRY	ATRELES	LYLIZAN
SLEPCNAT	GRAPHICS	SPELL	KINESIC	EXCPTICA	SYNTHESIS	ATTNICA	PROCESSES	RECALL
PEER	WRITING	TOUCH	TIMEUSE	STRUCTURE	DIVRANCE	REPRESSN	CONCEPTS	
TLTCA	LISTAING	TASTE	INTACTVA		CONVERGE			
PELCPSPP	READING		SLFENCPY		DECECTION			
TLTCEE	CRALPATH		ETHIC		APPASIAL			
			ESTHETIC					
			MISTFAIC					
			SASINTCA					
			PREDEPIC					
			KINSTMIC					
			TRANSTNL					

APPENDIX

#	SKILL	CECILE
1	INDIVIDUAL	9C-99
2	PEER	7C-79
3	TUTOR	6C-69
4	TUTOR	6C-69
5	PELCPSPP	6C-69
6	TALCPSPP	9C-99
7	SUPERDNT	8C-89
8	READING	6C-69
9	WRITING	8C-89
10	LISTAING	8C-89
11	TALKING	8C-89
12	GRAPHICS	8C-89
13	VISUWATH	9C-99
14	CRALPATH	6C-69
15	SIGHT	9C-99
16	SOUND	8C-89
17	TOUCH	7C-79
18	TASTE	7C-79
19	SPELL	8C-89

Lorie is the kind of student every instructor would like to have in the classroom. She has strong learning skills in almost every area and that means that she can learn in almost any learning environment. She can learn on an independent basis; in the traditional classroom; in a discussion group; in a course organized around programmed learning. This can be determined by noticing a series of configurations found on her Learning Skills Inventory. For example, the strongest skill in RELATING is Individual; when this is coupled with Reading and Writing, Internal Motivation, Time-use, and Self-Concept, one almost has the ideal set of skills for the independent learner. Because of the strong skills present in Thinking and Remembering, she should be able to take any kind of test and provided she studied for it, she should do quite well. Because of the strong skills of Subordinate, Talking, Listening, External Motivation, Time-use, and Structure, one has the ideal configuration for the student who learns best in the traditional classroom setting. Another almost classic configuration, for the student who learns easily in a small group setting, is found in the grouping of Peer, Tutor, People-oriented Leadership, Talking, Listening, Empathy, Kinesic, Histrionic, Proxemic, and Self-Knowledge. The only minor flaw in this configuration is Transactional which might indicate that Lorie might have some difficulty in persuading some of her classmates to her point of view. In math courses, Lorie probably will have some difficulty in handling the oral explanations given by the instructor. Lorie learns what she needs to know about math by reading the textbook. This is demonstrated by balancing the skill of...

SPEECH/INDIVIDUALIZED INSTRUCTION/HEUN

We'd really like some feedback! Would you take a few minutes to complete this?

My year in school _____ I earned a grade of _____ in this course.

(Use back for comments if you need more room)

CIRCLE ONE

	VERY MUCH SO			NOT AT ALL	
1. The objectives for the course represented valuable communication skills for me. <u>Comments and suggestions:</u>	5	4	3	2	1
2. I will use what I learned in this course. <u>Comments and suggestions:</u>	5	4	3	2	1
3. The learning materials were helpful to me. <u>Comments and suggestions:</u>	5	4	3	2	1
4. The procedures and requirements of the course were clear to me. <u>Comments and suggestions:</u>	5	4	3	2	1
5. The instructor's feedback was helpful to me. <u>Comments and suggestions:</u>	5	4	3	2	1
6. The Orientation Sessions were helpful to me. <u>Comments and suggestions:</u>	5	4	3	2	1
7. The Learning Skills Inventory was helpful to me. <u>Comments and suggestions:</u>	5	4	3	2	1
8. I spent more time on this course than others I took (include in-class time). <u>Comments and suggestions:</u>	5	4	3	2	1
9. The Communication Skills center was a good place to learn and to test. <u>Comments and suggestions:</u>	5	4	3	2	1
10. The receptionists were helpful to me. <u>Comments and suggestions:</u>	5	4	3	2	1
11. I would recommend that individualized instruction sections of this course continue to be offered. <u>Comments and suggestions:</u>	5	4	3	2	1

ANYTHING ELSE???

Thank you! We've enjoyed working with you.